



Music Development Plan & Specification

2024/2025

This plan and specification provide detail of the core knowledge, concepts and skills that must be covered in Music across our KS3 and KS4 curriculum. This document gives a clear scheme of delivery, age related assessment framework and overview of pedagogical content knowledge. The plan, in line with the government school music development plan guidance, sets out how JSTC will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences.

OVERVIEW	
Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	01/07/2024
Date this summary will be reviewed	30/06/2025
Name of the school music lead	Miss E Novell
Name of school leadership team member with responsibility for music (if different)	Mrs S Baxter
Name of local music hub	Lincolnshire Music Service, Louth Hub.

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Statements of Intent & Purpose

Our curriculum is delivered to reflect the objectives of our knowledge-rich curriculum ensuring its intent is specific so that content is clearly stated and delivered in varied ways, across different timeframes and allocations to be appropriate to student age related needs, capabilities, interests, and aspirations.

The curriculum is designed to promote interest and a love of Music informing both current and future subject study. Its design supports students' ability to read the subject, developing their subject comprehension, knowledge, vocabulary, and ways of thinking. The curriculum's design constantly seeks to prepare and encourage students to access further studies relevant to students' current and future lives, experiences, and aspirations.

Our Year 7 and 8 curriculum ensures content is suitably demanding, well sequenced and regularly revisited to coherently balance breadth and depth of study. We aim to make the learning of Music meaningful for learners so that all students can enjoy the study of Music and be encouraged to study further study.

Why is the study of Music important?

Music is a valuable subject for all to study whether you are a gifted musician or have never engaged in music outside of school. Music's place in education has important wider benefits on personal and social development building confidence, self-esteem, sense of achievement and an ability to relate to others.

The study of music is important because music is an important component of our human experience. Whether singing, playing, or listening the study of music helps you listen and hear in new ways. Plato said that music "is a more potent instrument than any other for education". Music requires students to use both sides of their brain and develops their ability to think academically, emotionally, physically, and spiritually.

Studying music cannot only lead to a personal lifetime pursuit of music for personal enjoyment but to improved exam results, cognition, and wellbeing.

Music can be physical and like any performance skill requires practice and rehearsal, but it also promotes movement through rhythm and promotes health and wellbeing as it demands an emotional engagement. Music is an art form and a way of expressing yourself that transcends language. It is a universal language.

Study of music from Year 7 will provide an artistic outlet and a vehicle for expression. Music is for life, students may not be able to play an instrument, but they can all feel uplifted by music. Students should come to see its study as a gift – they can have fun learning how to play in ensembles, experience the fast-paced changes to music technology and perform. They will listen to musical compositions from a wide variety of genres from classical, different cultures and dance to pop and film music.

What will the study of Music teach our students?

Music plays an important role in school life both inside and outside of lessons developing a wide range of skills and opportunities to enjoy live music experiences and participate in music making in a range of genres. Students can become inspired and motivated to engage further with music through clubs, bands, choirs, performances and music instrumental lessons. Music will teach them to understand Critical Engagement (LISTENING), Expression (PERFORMING) and Creation (COMPOSING).

Music also promotes the learning of key transferrable skills that help to develop our students as people. These include but are not limited to:

- Confidence Building
- Social Skills
- Self-Discipline
- Mental Wellbeing
- Time Management
- Collaboration and Teamwork
- Creativity
- Problem Solving

What will students know and understand from their study of Music?

From Year 7 students are exposed to a wide variety of music genres from classical, world music, drumming and dance, to pop and film music. Across their music study they are encouraged to make connections through their music making, in order to place the music in context. They develop their knowledge of music theory, relevant notations, traditions and skill-based learning on ukulele and keyboard which will ensure that they develop as musically literate individuals, capable of playing a musical instrument, with a solid understanding of the global importance of music and an ability to analyse and justify their opinions to enhance their critical understanding. Technology plays an important role in supporting, extending, and enhancing the teaching of music. They will find it interesting to use programmes that support their music making and this will inspire, motivate, and stretch their engagement in music making. We have access to computers with Sibelius Ultimate composition software and a subscription to Soundtrap for KS4. In KS3 they will have access to Bandlab also.

If they have a specific interest in developing their talent for music and wish to work towards their graded examinations they will have opportunity to take up music lessons on their chosen instrument be it guitar, drums, voice, brass, strings, or woodwind. We offer subsidised lessons for all BTEC students.

They will learn:

- practical music skills
- composition
- notation
- aspects of music technology
- elements of performance
- cultural richness of music
- music history

How does students' study of Music support their study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas and personal development, we place great importance on these transferrable skills, in order to support whatever journey to adulthood and employment they may choose to make.

Music links to many other subjects, personal development and, importantly, wider life experience. Music is an intrinsic part of our lives, from watching films to chanting at the football, Music will play a part in their lives. Music plays an active part in developing cultural, social, and religious awareness - through its links to **Religious Education, Geography, Citizenship**, and our wider British values. Music plays a significant role in positively affecting our physical and mental wellbeing, creating an appropriate balance between work and relaxation. It has strong connections to **Physical Education, Art, and Drama**, boosting emotional health and wellbeing.

Research into Music education show significant links between Music and **cognitive development**. Studying music even for 20 minutes a week can significantly boost your ability to learn in all other subject areas. They will develop aural skills, confidence, social skills, time-management, self-discipline, and numerous other skills that will help them become a well-rounded *person*, in addition to academic benefits.

Technology has transformed the way in which we consume, work, and learn in music and this creates strong links with **ICT and Business Studies**. Creativity and critical thinking are fostered by music study. It develops their capacity for original ideas, how to properly explain their feelings and opinions and purposeful action. The development of musical knowledge through the key areas of performing, composing, and listening contains many elements that could truly inspire their creativity. Here there are strong links to other creative subjects such as **Art, Design Technology and English**. In music they learn much about the notations of composers, the **History** of music and the sounds made by musicians. You look at counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, tuning, overtones, tone, and pitch. These are all connected to **mathematics**.

How can students deepen their understanding of Music?

Students will have access to a wealth of exciting and rewarding extra-curricular opportunities to enhance their study of Music – a testament to the enthusiasm, passion and creativity of both staff and students of all year groups. Students engage in work with professional companies and artists that are brought into the school to deliver workshops and performances. There are plenty of occasions to work with students from different year groups ensuring that music is a great way to build friendships and have fun.

The experience will develop skills and confidence as they can take part in a variety of musical events be it Christmas or summer concerts, carolling, choir, or bands or taking up opportunities to take part in high quality productions and performances. This has a tangible impact on your achievement and enjoyment of Music.

In Music we aim to support the study of music with peripatetic music classes. Students can get involved in our weekly music club, which is aimed at developing their skills and interests so that they can showcase their work and develop their love of performance! From this, they can gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in choirs and ensembles on a more regular basis. There are plenty of other ways to be involved. We run various trips and events that allow them to watch quality music and theatre productions in different venues be they local or national theatres.

In addition to opportunities within the academy, the Lincolnshire Music Service, organises county wide events for students in Lincolnshire. This is an opportunity to work with other performing arts students from across the county on large scale performances and workshops. These enrichment activities give the opportunity of performing on a large stage in front of family and friends and boosting social skills/networking.

How can music support our student's future?

We offer the study of BTEC Tech Award in Music Practice, and we encourage your continued study in this fantastic subject. We know that choice and personal interest are important aspects of worthy study. Whether they have continued their study of Music into BTEC or not they will have gained access to this enriching subject and its study will have taught them to think differently and deeply. Music is offered at most prestigious universities and the very fact that they have been able to study creative thinking will help their future applications for colleges, universities, apprenticeships, or employment. We have many music related courses in colleges around us for students to pursue after KS4, information for which can be found on the school website and posters around the school.

Careers that the study of Music supports include:

- Performers & Writers
- Recording & Engineering
- Music Business & Artist Management
- Music Industry Touring
- Facility, Arena & Club management
- Film, TV and Radio
- Music Journalism
- Music Education & Research
- Public Relations, Advertising & Distribution
- Orchestras and Ensembles
- Music Health and Psychology
- Music Merchandising
- Instrument Making

JSTC Curriculum Journey: Year 7

[1 hour per week timetabled]

Topic	Content	Ofqual GCSE Key Assessment Objectives Met
7.1 Elements of Music	Learning the elements of music (DR SMITH) and rhythm notation. Learning the different note names and lengths and playing different rhythms. <i>Students to complete mini assessments throughout the lessons based on different elements.</i>	AOS 1 AOS 2 AOS 3
7.2 The Keyboard	Developing knowledge of the elements of music (DR SMITH) and learning pitch notation. Introduction to the keyboard and how to play pitch notation. <i>Students to perform a piece on the keyboards.</i>	AOS 1 AOS 3 AOS 4
7.3 The Voice	Learning about the voice and how to sing properly. Learning warmups and different voice types, as well as, the science and history behind the voice. <i>Students to perform a song as a class.</i>	AOS 1 AOS 3 AOS 4
7.4 The Orchestra	Learning about the Learning about the orchestra and different instruments. Development of keyboard skills through a keyboard challenge. <i>Students to identify instruments aurally.</i>	AOS 1 AOS 3 AOS 4
7.5 Video Game Music	Learning about the elements needed for video game music. Exploring themes, sound effects and developing ideas into music. <i>Students to compose a character theme.</i>	AOS 1 AOS 2 AOS 3 AOS 4
7.6 Composing Music	Learning about composing and different ways in which to do so. Developing knowledge of notes and writing music, introducing Sibelius and developing composing skills. <i>Students to compose a song using Sibelius.</i>	AOS 2 AOS 3 AOS 4

JSTC Curriculum Journey: Year 8

[1 hour per week timetabled]

Topic	Content	Ofqual GCSE Key Assessment Objectives Met
8.1 Film Music	Learning about the effect music has on our perception of a scene. Introduction to Leitmotif, Diegetic and Non-Diegetic, Scores and develop knowledge of instrumentation. <i>Students to compose along to a horror film clip and perform it live.</i>	AOS 2 AOS 3 AOS 4
8.2 Popular Music	Learning about modern day music and what influenced it. Development of keyboard skills through an independent BTEC style project challenge. <i>Students to perform on keyboards or own instruments individually.</i>	AOS 1 AOS 3 AOS 4
8.3 20th Century Innovations	Learning about modern innovations in music and theory. Composing individually and in groups to take creativity to the extreme. Introduction to Serialism, Minimalism and Experimentalism. <i>Students to compose experimental pieces.</i>	AOS 1 AOS 2 AOS 3 AOS 4
8.4 World Music	Learning about music of five different countries/continents including China, India, Carribean, USA and Brazil. <i>Students to perform on different world instruments including Samba drums, Djembes and ukuleles as a class.</i>	AOS 1 AOS 3 AOS 4
8.5 Historical Music	Learning about the history of music and Renaissance to Romantic musical time periods. Development of keyboard skills through a historical music keyboard challenge. Developing knowledge of the orchestra and different instruments. <i>Students to perform on keyboards individually.</i>	AOS 1 AOS 3 AOS 4
8.6 Using a DAW	Learning about Digital Audio Workstations and how to use them. Exploring digital editing, mixing and mastering. <i>Students to compose and edit/mix their own track.</i>	AOS 2 AOS 3 AOS 4

1. GCSE assessment objectives

Assessment objectives are part of the assessment arrangements for these qualifications. We adopt them into our regulatory framework through the [subject-specific conditions](#) that exam boards must comply with when designing their specifications.

1.25 Music

Objective	Requirements	Weighting
AO1	Perform with technical control, expression and interpretation	30%
AO2	Compose and develop musical ideas with technical control and coherence	30%
AO3	Demonstrate and apply musical knowledge	20%
AO4	Use appraising skills to make evaluative and critical judgements about music	20%

Government subject specific guidance for Music can be found here: [GCSE Subject Level Conditions and Requirements for Music \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67121/gcse-subject-level-conditions-and-requirements-for-music.pdf)

Grade	Performance	Listening	Composing	Group or Independent Work	Assessment Skills
U	I was not able to rehearse or perform any of the given work.	I was not able to listen to music and identify any features.	I was not able to compose any music.	I was not able to work well independently or in a group. Lacking in focus and engagement.	I was not able to properly peer or self-assess my work.
1	I was able to perform with limited fluency and accuracy. Frequent mistakes in one or more of pitch, rhythm, tempo, dynamics.	I was able to listen and make limited identifications of the elements of music. No use of music specific terminology to describe features. I cannot or can only make limited justifications of my decisions.	I was able to compose limited music in relation to the brief given. I have limited awareness of the genre, <u>style</u> or purpose.	I was able to keep limited focus in my independent or group work to produce a limited outcome.	I can make limited comments on my work and the work of others. I can suggest limited improvements.
2	I was able to perform with satisfactory fluency and accuracy. Occasional mistakes in one or more of pitch, rhythm, tempo, dynamics.	I was able to listen and make satisfactory identifications of the elements of music. Very little use of music specific terminology to describe features. I can make limited justifications of my decisions.	I was able to compose satisfactory music in relation to the brief given. I have basic awareness of the genre, <u>style</u> or purpose.	I was able to keep satisfactory focus in my independent or group work to produce a basic outcome.	I can make satisfactory comments on my work and the work of others. I can suggest satisfactory improvements.
3	I was able to perform with fluency and accuracy. Minor mistakes in one or more of pitch, rhythm, timing, <u>tempo</u> or dynamics.	I was able to listen and make some identifications of the elements of music. Little use of music specific terminology to describe features. I can make satisfactory justifications of my decisions.	I was able to compose music in relation to the brief given. I have some awareness of the genre, <u>style</u> or purpose.	I was able to keep mostly focussed in my independent or group work to produce a satisfactory outcome. I am beginning to show leadership in group work.	I can make basically detailed comments on my work and the work of others. I can suggest some improvements and give a basic explanation of my reasoning.
4	I was able to perform with good fluency and accuracy. Very minor mistakes in one or more of pitch, rhythm, timing, <u>tempo</u> or dynamics.	I was able to listen and make several identifications of the elements of music. Good use of music specific terminology to describe features. I can make good justifications for my decisions.	I was able to compose good music in relation to the brief given. I have good awareness of the genre, <u>style</u> or purpose.	I was able to keep well focussed in my independent or group work to produce a good outcome. I am showing some leadership in group work.	I can make good comments on my work and the work of others. I can suggest good improvements and give a basic explanation of my reasoning.
5	I was able to perform with great fluency and accuracy. I can play in time with a steady <u>beat</u> and I am starting to play with dynamic changes.	I was able to listen and make strong identifications of the elements of music. Regular use of music specific terminology to describe features. I can competently justify my decisions.	I was able to compose music in relation to the brief given. I have strong awareness of the genre, style or purpose and can begin to explain my compositional decisions.	I was able to keep strong focus in my independent or group work to produce a great outcome. I am showing leadership in group work.	I can make strong comments on my work and the work of others. I can suggest helpful improvements and give a good explanation of my reasoning.
6	I was able to perform with excellent fluency and accuracy. I displayed some good emotion and sensitivity in my performance.	I was able to listen and make many identifications of the elements of music. I can competently justify my decisions with some musical detail and terminology.	I was able to compose excellent music in relation to the brief given. I have excellent awareness of the genre, style or purpose and can mostly explain my compositional decisions.	I was able to keep excellent focus in my independent or group work to produce an excellent outcome. I am showing solid leadership in group work.	I can make insightful comments on my work and the work of others. I can suggest well thought out improvements and give a somewhat detailed explanation of my reasoning.
7	I was able to perform with outstanding fluency and accuracy. I displayed excellent emotion and sensitivity within the context of the music.	I was able to listen and make detailed identifications of the elements of music. I can strongly justify my decisions with appropriate musical detail and terminology.	I was able to compose outstanding music in relation to the brief given. I have outstanding awareness of the genre, style or purpose and can fully explain my compositional decisions.	I was able to keep outstanding focus in my independent or group work to produce an outstanding outcome. I am showing consistent and confident leadership in group work.	I can make consistently insightful comments on my work and the work of others. I can suggest well thought out improvements and give a detailed explanation of my reasoning.

KS3 Assessment Grid (2024/25)

Music Department: KS3 Progress Tracker					
Year 7					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Elements of Music	The Keyboard	The Voice	The Orchestra	Video Game Music	Composing Music
7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
U	U	U	U	U	U
ABSENT	ABSENT	ABSENT	ABSENT	ABSENT	ABSENT

Music Department: KS3 Progress Tracker					
Year 8					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Film Music	Popular Music	Modern Classical	World Music	Historical Music	Using a DAW
7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
U	U	U	U	U	U
ABSENT	ABSENT	ABSENT	ABSENT	ABSENT	ABSENT

Progress Tracker Sheets (2024/25) and Flightpath Comparison Grid

Flightpath Comparison

	Failing or below
	Just On
	On
	Above

Music Grade	FOUNDATION	CORE	ADVANCED	EXCEPTIONAL
U				
1				
2				
3				
4				
5				
6				
7				

KS3 Assessment Process

Students at JSTC are given flightpaths based on KS2 English and Maths data. This data does not accurately reflect their ability in Music; therefore, grading is slightly more complicated. Once I have their KS2 flightpaths I will reassign them Music flightpaths based on their music ability. This is usually done after the year 7 baseline assessment and the first term assessment and may slightly change as year 7 goes on. These new flightpaths currently do not get changed on the system, but they are communicated to students and parents at parent's evenings. They are used to inform the grades that students are given for the A&As. The Flightpath Comparison Grid shows how these translate to the Below, On, Above A&A grades.

Each student has a KS3 Assessment Grid in their book that shows them the different levels in the different skills that they will work towards and be graded against. This grid is specific and shows the students where they are working and what they must work towards. This is accompanied by the tracker sheets, one for year 7 and one for year 8, which are highlighted at the end of each term to show the student their level.

JSTC Curriculum Journey: Year 9
[5 hours per two weeks timetabled]

Topic	Content	BTEC Component
Musical Timeline and Genres	Students will study multiple genres chronologically from Baroque to the present day.	Component 1
Theory	Students will study theory in further depth and detail.	Component 1 Component 2 Component 3
Performance	Students will study instruments with specialist teachers in order to develop their skills for the optional performance pathway in BTEC. This is not a mandatory element. All students will do some performance on keyboards, drums and ukuleles throughout the year.	Component 1 Component 2 (in depth) Component 3 (potentially)
Composing	Students will develop their composing skills both using Sibelius and Soundtrap. If students do not choose to perform for BTEC then they will choose this optional pathway.	Component 1 Component 2 (in depth) Component 3 (potentially)
Production	Students will develop their knowledge of DAWs, editing, mixing, mastering and recording. All students will do this pathway in the BTEC alongside either Performance or Composition.	Component 1 Component 2 (in depth) Component 3 (potentially)

JSTC Curriculum Journey: Years 10-11

[5 hours per two weeks timetabled]

Topic	Content	Year covered
Component 1	<p>Exploring Music Products and Styles (30%)</p> <ul style="list-style-type: none"> Submitted in year 10. Learning about lots of music styles and making different music products. <p>Assessed Work (internally assessed)</p> <ul style="list-style-type: none"> A portfolio of PowerPoints which shows your understanding of at least 4 styles. 3 musical products related to the theme given by the exam board with supporting commentaries. 	<p>Written portfolio over end of year 9 and beginning of year 10.</p> <p>Task B between Sept and Dec of year 10.</p> <p>Submitted in year 10 Dec assessment window.</p>
Component 2	<p>Musical Skills Development (30%)</p> <ul style="list-style-type: none"> Learning about professional skills in the music industry and how to make your own music. Demonstrate professional and commercial skills for the music industry. Learning about the planning and management of making music. <p>Assessed Work (internally assessed)</p> <ul style="list-style-type: none"> A portfolio of information on skills for the industry. Plan and create a 2–4-minute composition/performance and production with commentaries. 	<p>Written portfolio Jan-Feb HT. Pathways Feb HT – Easter.</p> <p>Commentaries and Evaluation done after Easter before the deadline.</p> <p>Submitted in year 10 May assessment window.</p>
Component 3	<p>Responding to a Music Brief (40%)</p> <ul style="list-style-type: none"> The exam board will give you a brief (a scenario or event) to make music for, which you will then plan, create, and evaluate a music product. <p>Assessed Work (externally assessed)</p> <ul style="list-style-type: none"> Create a composition in relation to the brief, a commentary and a self-reflection relating to your creative processes and areas for development. 	<p>Practice task and how to Sept to Dec of year 11.</p> <p>Brief release Jan of year 11.</p> <p>Complete the proper task Jan-May. Submitted in May.</p>

BTEC Tech Award in Music Practice Specification can be found here: [Specification - Pearson BTEC Level 1/Level 2 Tech Award in Music Practice 2022](#)

Extra-Curricular Music

Performance Opportunities and Clubs

At JSTC students have access to many extra-curricular music opportunities and they are growing year on year.

Annual Performance opportunities include:

- Christmas Show
- OAP Christmas Show
- Alford Christmas Market
- Alford Music Festival
- Awards Evening
- Spenny's Got Talent
- Performances in Rewards Assemblies and on Open Evening

We also run several clubs throughout the year, they change and develop depending on the interests of the cohort. The amount at any one time can be limited, due to there only being one specialist music teacher, but they run weekly throughout the year. They include/ have included:

- Choir
- Samba Club
- Ukulele Club
- Music Club

We are always looking to build on extra-curricular opportunities and students are given time to form and rehearse in band groups if they like. A school orchestra or band of some kind is a future opportunity we would like to offer when we have built the instrument skills of our students.

We work closely with Lincolnshire Music Service to deliver further opportunities, including access to the County groups:

- Lincolnshire Youth String Orchestra
- Lincolnshire Youth Wind Orchestra
- Lincolnshire Youth Symphony Orchestra
- Uprising Inclusive Choir
- Junior JamBand
- Senior JamBand
- Harmonix Vocal Ensemble



The first four of these are available at the Lincoln Music Centre and the latter three are available at our local Louth Music Centre.

Arts Award

We currently offer the Bronze and Silver Arts Award to students. This is done across the department from year 9 onwards. Students in year 9 who have chosen Art, Music, Drama or Photography are given the opportunities that will enable them to gain the Bronze award. If they wish to gain Silver, they have the opportunity to gain this in years 10 and 11. The Arts Award is managed by Mrs S Baxter, Art Lead.



Instrument Lessons

At JSTC we offer extra-curricular music lessons for all years. These music lessons consist of a 30 minute, one to one lesson with a specialist teacher in the chosen instrument from LMS. Lessons take place during the school day, and run on a weekly rotation basis, meaning students do not miss the same lesson each week. Peri music lessons are a great way for students to learn new and exciting skills, as well as developing their music subject knowledge. Students have the opportunity to learn a variety of genres and styles, including graded pieces if they wish to study grades in their chosen instrument.

- Piano or Digital Keyboard
- Woodwind – Clarinet, Saxophone, Flute, Oboe, Cor Anglais etc
- Voice (Contemporary, Musical Theatre or Classical)
- Drums
- Guitar – Guitar, Bass Guitar
- Upper Strings – Violin, Viola, Cello, Double Bass
- Brass – Trumpet, French Horn, Euphonium, Trombone

A 30 minute lesson costs £19. Free School Meals then lessons are 1/3 reduced to £12.70 for a 30 minute lesson. If the student is a 'Looked After Child' then lessons are further reduced for a 30 minute lesson and further LAC funding may be available to help with instrument, exam and sheet music costs.

GCSE & BTEC students of music receive a further £6 per lesson subsidy towards the cost of their tuition.

We also have a limited supply of instruments that students can borrow for their lessons, in the instance that we cannot provide the instrument, they can be hired from Lincolnshire Music Service for £15 per year.

Musical Experiences

Trips

Due to funding cuts, rising prices and budget restrictions, in order to run the number of trips or experiences we would like, we would have to raise the price paid by parents. This is not feasible as the school is situated in a low socioeconomic/ deprived area and we have a large proportion of disadvantaged students. Following the end of the Pupil Premium catch-up funding from the government, we will be running less trips and experiences from 2024/2025. However, we continue to investigate funding options and free experiences.

Past Trips have included:

- Young Voices 2023 and 2024
- VoiceIT 2024
- London Expressive Arts Trip
- New Theatre Royal Lincoln
- Skegness Embassy

Planned Trips for this year:

- London Expressive Arts Trip (Year 10 – Paid for partly from last year’s catch up funding and the rest by parents)

There will be other trips during the year, but they will be planned closer to the time and depending on interest and financing.

Future Planning

Short Term	Mid Term	Long Term
<p>Making Spennys Got Talent an annual showcase.</p> <p>Taking part in more community projects.</p> <p>Entering students for nationwide competitions (e.g. Young Songwriter and UK Schools Music Festival)</p>	<p>Increasing the capacity of the music practice areas for peripatetic teachers. We are looking into options to replace the current music hut with another that has two rooms.</p> <p>Becoming a local hub for Lincolnshire Music Service. Which will extend the extra-curricular opportunities for our students.</p> <p>Increasing subject uptake at BTEC level.</p> <p>Staff completing CPD in order to offer the Gold Arts Award.</p>	<p>Move the music room closer to the rest of the department, to allow better collaboration. This could be an internal move or new building. However, currently this is a hypothetical, no plans or funding are in place.</p> <p>Expanding the music team, adding an additional teacher if there is larger uptake at BTEC level.</p>